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TEACHERS TRAINING PROGRAM IN EMOTIONAL INTELLIGENCE

Booklet 1

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EMOTIONAL INTELLIGENCE

Table of Contents

1.- INTRODUCTION	3
2.- EMOTIONS	5
3.- EMOTIONAL INTELLIGENCE: THE CONCEPT	11
3.1. <i>SELF-AWARNESS</i>	13
3.2. <i>SELF-CONTROL</i>	14
3.3 <i>SELF-MOTIVATION</i>	15
3.4. <i>EMPATHY</i>	17
3.5. <i>SOCIAL ABILITY</i>	18
4.- TRAINING IN EMOTIONAL INTELLIGENCE	21
5.- CONCLUSIONS	23
6.- BIBLIOGRAPHY	24

1.- INTRODUCTION

Being intelligent is not an unique concept, it is not exclusively related with solving math problems, understanding, fluent communication, getting good grades... Instead of that it has to be with the general ability to adaption and solve all kind of problems in everyday and social live, managing emotions and so on.

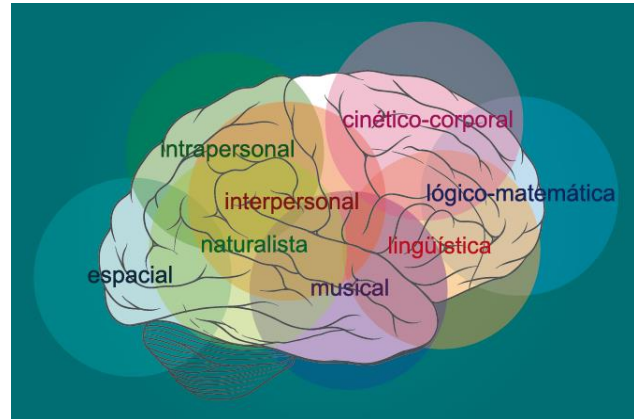


Figure 1. Multiple Intelligences by Margarita Rodríguez Suárez. (In Spanish.)

Howard Gardner (1945) [2011's Príncipe de Asturias award] proposes a theory in which that different intelligences are all present in the human being. Therefore, the intelligent people are not only those who excel in Mathematics or Language, but also the people who excel in dance, music, sports...

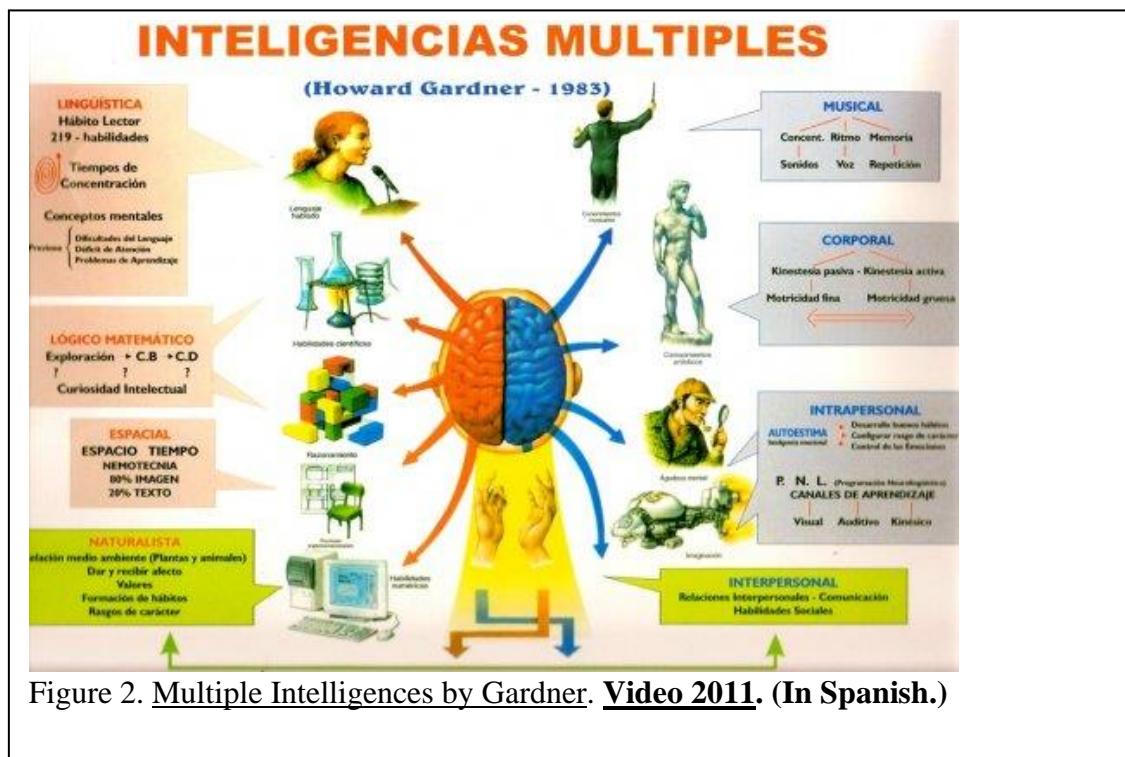


Figure 2. Multiple Intelligences by Gardner. Video 2011. (In Spanish.)

If we want our students to be successful in life, we can not only working on academic skills but also skills such as motivation, practical intelligence, the strength of self, appropriated control of emotions, social abilities, creativity... all this topics will be fundamental to reach success.

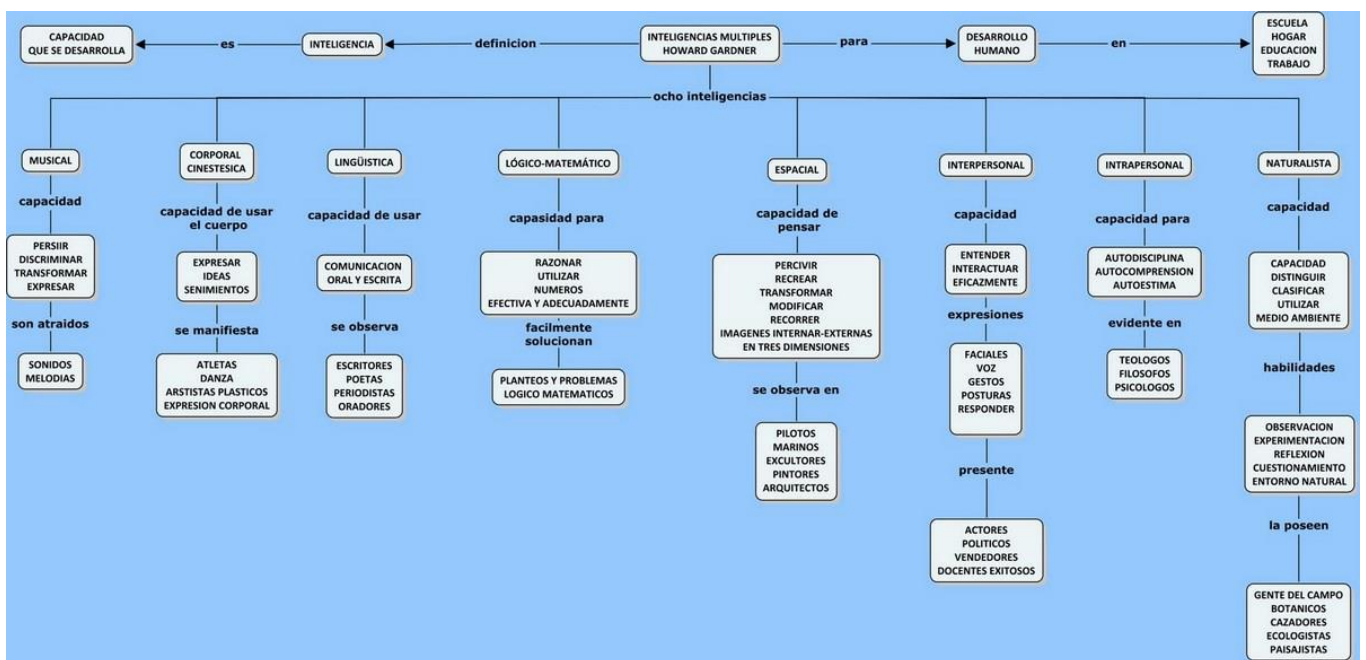


Figure 3. Kinds of Intelligence and characteristic people in each one. (In Spanish.)

In the project MuseTeam, we address the interpersonal and intrapersonal intelligence that constitutes the Emotional Intelligence. The true Emotional Intelligence is what links the emotional with the cognitive. Some skills, as cognitive and emotional, should be worked on together if we want to fully educate our students, considering the whole person; they are intimately related, being able to act as cause and consequence in the problems that we can find in our everyday work.

We cannot separate emotional intelligence from rational intelligence, because the harmonization of both helps the person to be educated positively.

2.- EMOTIONS

An emotion is an affective state that we experience, a subjective reaction related to the environment that is accompanied by organic changes (physiological and endocrine) of innate origin, influenced by experience. Emotions have an adaptive function of our organism to what surrounds us. It is a state that appears suddenly and roughly, in a more or less violent crisis form and more or less permanent way.

In the human being the emotion related to an experience usually links to a set of cognitions, attitudes and beliefs about the world that we use to do valuations of a concrete situation and so, it influences the way the person perceives such a situation. But emotions, being affective states, indicates internal states of the person, motivations, desires, necessities and even goals. Anyway, it is difficult to know from an emotion what will be the future behavior of an individual, though it can help to intuit it.

Roberto Aguado Romo (2014) believes that all emotion needs a biochemical substrate and a specific neurological activation, that is, a stimulating situation through which it reacts, so that a psychophysiological response that constitutes emotion occurs.

He considers 10 basic emotions, which he names basic emotional universes: anger, sadness, guilt, disgust, fear, surprise, security, admiration, joy and curiosity. And classify this basic emotions between unpleasant, mixed and pleasant.

Sandra Burgos' video. (In Spanish.)

Table 1. Basic emotions by Aguado Romo (2014)

UNPLEASANT BASIC EMOTIONS				
BASIC EMOTION	EMOTIONAL UNIVERSES (from less to more intensity)	STIMUTATING SITUATION BY WHICH IT REACTS	ACTION	ACTION PLATFORM - MOTIVATION
SADNESS	Weigh, despondency, discouragement, boredom, depression, pessimism, frustration, sadness , affliction, impotence, helplessness, pain, tear.	Adversity, separation, death, illness, disability, abandonment.	Helplessness, hardship, destruction, emptiness, tear, end.	DISAPPEAR
FEAR	Trepidation, shyness, tension, anxiety, anguish, despair, fear , horror, panic, terror, fear.	Ofence, danger, risk, threat, another attack.	Escape, avoid, lose, keep, maintain.	RUNAWAY
RAGE	Animosity irritability, hostility, resentment, shame, rage , jealousy, hate, anger, violence.		Win, destroy, convince, eliminate, change.	ATTACK
GUILT	Fault, mistake, impairment, imperfection, stumbling, guilt , embarrassment, modesty, blushing, self-punishment.	Failure, loss, offense, breakage, crime, sin.	Reflect, redo, second chance, change.	FIX
DISGUST	Displeasure, contempt, rejection, animosity, aversion, disgust , repudiation, abhorrence, repulsion, tyranny.	Poisonous, disgusting, harmful, inappropriate.	Reject, revile, separate, remove, hide.	AVERSION

Table 1.b. Basic emotions by Aguado Romo (2014) continuation.

UNPLEASANT BASIC EMOTIONS			
Emotion (PLATFORM ACTION) ACTIVATED BIOCHEMISTRY	ACTIVATED NEUROLOGICAL STRUCTURES	PHYSIOLOGICAL RESPONSE	NONVERBAL COMMUNICATION
SADNESS (DISAPPEAR) - There is no neurotransmission. Exhausted system GABA very activated. Acetylcholine activated until it is deactivated in extreme sadness	The hypothalamus and the ventromedial prefrontal cortex are activated structures in medium-high levels of sadness. When the level of sadness is high there are no activated structures. The anterior cingulate area has to do with suffering, but when the sadness is very intensive then there is no longer suffering, this area is deactivated.	<ul style="list-style-type: none"> - Thoracic pressure and blood to viscera. -Loss of muscle tone, -Necessary fetal position. -Increased blood pressure. -Changes of sleep rhythms. -Loss of appetite. 	<ul style="list-style-type: none"> - Angulation upwards of the inner ends of the eyebrows. -Gutural voice, sob. -Folded upper section. -Fissure lips down. - Lower lip betrayed. -Sense of cold. -Droopy eyes.
FEAR (RUNAWAY) Noradrenaline (very high glutamate)	Locus Coeruleus. Tonsils. Periaqueal Gray Region.	<ul style="list-style-type: none"> - Blood towards arms and legs, skeletal musculature in depth. - Sympathetic activation. ↑ breathing rhythm and ↑ cardiac rhythm ↓ digestion. 	<ul style="list-style-type: none"> - Paleness - Escape - Paralysis - Help request - Cold feeling
RAGE (ATTACK) Noradrenaline and dopamine (very high glutamate). The more dopamine closer to violence.	Black substance and ventral tegmental area, striatum, tonsils, hypothalamus, Periaqueductal Gray Region.	<ul style="list-style-type: none"> - Blood goes up to head and peripheral musculature. - Sympathetic activation ↑ muscle tension, ↑ jaws tension, ↑ thoracic breathing and ↑ agitated breathing. 	<ul style="list-style-type: none"> - Narrow lips. - High eyelids. - Low eyebrows. - Gutural voice. - Sighs. Agitated breathing. - Warm sensation.
GUILT (FIX) Covers the entire noradrenergic-dopaminergic range due to serotonergic deficit. It is more linked to glutamate than to GABA.	<ul style="list-style-type: none"> - Cingular area, - Caulo core. - Insula. - Amygdala. - Pre-frontal cortex 	<ul style="list-style-type: none"> - Blood goes up to head. - Blushing. - Slowed Movement. - Lateral face movement (like dogs to get dry). - ↑ Sympathetic activation. 	<ul style="list-style-type: none"> - Look down. - Closed eyes. - Lower lip against to the upper. - Triangle chin-nose wrinkled. - Warm sensation.
DISGUST (AVERSION) Noradrenalina and Dopamine. Glutamate is very few activated.	<ul style="list-style-type: none"> - Basal ganglia - Pre-optical areas. - Cingulate area. - Overhead seam. - Insula. 	<ul style="list-style-type: none"> - Blood to stomach and throat (arcade). - Decreases the odor threshold. - Stop breathing. - Increase visual capacity 	<ul style="list-style-type: none"> - Vocal expression: yuck! (arcade) - Pinch your nose - Contract eyebrow. - Fixed lips tight, pressure in teeth. - Low head and gaze. - Hands in the eyes.

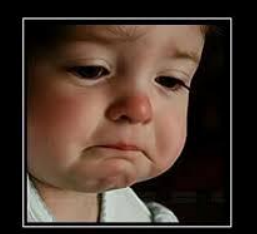









Tabla 2. Basic emotions by Aguado Romo (2014) continuation.

MIXED BASIC EMOTIONS				
BASIC EMOTION	EMOTIONAL UNIVERSES (from less to more intensity)	STIMUTATING SITUATION BY WHICH IT REACTS	ACTION	ACTION PLATFORM - MOTIVATION
SURPRISE	Attention, amazement, surprise , bewilderment, instability, daze, fright, stupor.	Scare, rumble, change, break, ambivalence.	Take back, restart, fix, attend, dead time, focus.	DISCONNECTION
PLEASANT BASIC EMOTIONS				
JOY	Fun, gratification, shuddering, content, joy , excitement, delight, pleasure, satisfaction, enthusiasm, euphoria, ecstasy.	Reinforce, pleasure, power, sex, food, luck, award.	Enjoy, reward, excite, reinforce, euphoria, dissociate.	KEEP
CONFIDENCE	Serenity, restraint, correction, quiet, temperance, calm, confidence , consideration, peace, peace, control.	Coexistence, self-management, circumstances, situations.	Be present, here-now, root, adapt, acclimatize, apply, harmonize, comfort.	CONTROL
ADMIRATION	Peace, respect, identification, admiration , imitation, awe, fascination, stupefaction.	Referent, leader, authority, specialist	Learn, watch, repeat, find out, know, remember.	IMITATION
CURIOSITY	Inclination, attraction, will, expectation, curiosity , interest, daring, starting.	Novelty, examination, inquirí.	Explore, approach, know, discover, dare.	INTEREST

Tabla 2. Basic emotions by Aguado Romo (2014) continuation.

MIXED BASIC EMOTIONS			
EMOTION (PLATFORM ACTION) ACTIVATED BIOCHEMISTRY	ACTIVATED NEUROLOGICAL STRUCTURES	PHYSIOLOGICAL RESPONSE	CORPORAL AND FACIAL COMMUNICATION
SURPRISE (DISCONNECTION) Adrenaline with glutamate at its best	-Hypothalamic-pituitary-adrenal axis. -Corticotropins. -Front lower joint. -Suprarenal. -Boss.	-Blood musculature. -Reflection of orientation -Low threshold of hearing and sight. -Respiratory and cardiac paralysis and subsequent acceleration. ↑Sympathetic.	-Abrupt movement towards the stimulus. -Take air instantly. -Movement of head or body backwards. -Eyes wide open. -Mouth open in O
PLEASANT BASIC EMOTIONS			
JOY, (STAY) -Dopamine with activated glutamate. -Endogenous endorphines.	-Tegmental ventral area. -Black substance. -Posterior cingular area. -Nucleus accumbens. -Basal ganglia. -Tonsillar inhibition.	-Cardiac deceleration, if acceleration then laughter. -Activation of the zygomatic muscle. -Blood all over the body. -Warmth sensation.	-Smile lift cheeks. -Retracts and elevates corners of the lips. - Wrinkles on the skin under the lower eyelid and external angle of the eyes (crow's feet). - Vocal and corporal manifestations of joy.
CONFIDENT (CONTROL) - Serotonin with GABA activity. -Oxitocin.	-Rafhe. -Posterior cingulate area. -Hard body. -Orbital prefrontal area.	-Blood in head, abdomen and feet (control axis). -Musclation relaxed. -Precise motricity very effective and flexible. -↑ Parasympathetic.	-Empathic look. -Tongue at the edge of the teeth. -Smile not forced. -Calm facial expression. -ffirmations with head. -Relaxed hands. -Firm body position. -High shoulders. -Head up.
ADMIRATION (IMITATE) -Acetylcholine with highly activated GABA.	-Giantantofom bodies. -Portomedial cortex.	-Vasodilation -Bradycardia. -Midriasis -Basal heart rhythm. -↑ Parasympathetic.	-Stillness. -Mimetization of gestures. -Self-absorbed look. -Smile. -Moments of surprise.
CURIOSITY (INTEREST) Dopamine and serotonin with low GABA activity.	-Nucleo Caudado left -Nucleus accumbens. -The prefrontal cortex -The hippocampus' gyro.	-The muscles of men, abdomen and glutes are activated. -Motor quiet and silent. -Blood to trunk and extremities.	-The eyes wide open. -Umbral low hearing. -Sweat in hands. -Top lip in peak. -Open mouth. -The teeth are not visible. -Smile.

Figure 5. Facial expressions of basic emotions.

<p><u>SADNESS</u></p> 	<p><u>FEAR</u></p> 
<p><u>RAGE</u></p> 	<p><u>GUILT</u></p> 
<p><u>DISGUST</u></p> 	<p><u>SURPRISE</u></p> 
<p><u>JOY</u></p> 	<p><u>CONFIDENCE</u></p> 
<p><u>ADMIRATION</u></p> 	<p><u>CURIOSITY</u></p> 

3.- EMOTIONAL INTELLIGENCE: THE CONCEPT

We all have two minds, one mind that thinks and other that feels, Goleman (1995), (head and heart). These two fundamentally different forms of knowledge interact to build our mental life. They operate in tight harmony for the most part, linking their different forms of knowledge to guide us around the world. Usually there is a balance between emotional and rational mind, in which emotion feeds and informs the operations of the rational mind, and the rational mind sanitizes and sometimes restricts the input energy of emotions.



Figure 6. Balance in formation. (In Spanish.)

The first to speak about Emotional Intelligence were Salovey and Mayer, who in 1990 defined the term as "A subset of social intelligence that includes the ability to control feelings and emotions, as well as others, to discriminate between them and use this information to guide our thinking and our actions", Shapiro (1997). Salovey's definition includes Gardner's inter and intrapersonal intelligences.

Goleman, in 1995, popularized this concept. The repercussions have been enormous, going so far as to say that Emotional Intelligence can be as powerful as General Intelligence, and even that emotion can be superior to reason.

The emotional intelligence defined by Goleman and his predecessors Salovey & Mayer, speaks of Knowing and Managing factors, but also addresses from the Intrapersonal Emotional Intelligence (with yourself) and Interpersonal Emotional Intelligence (with others). Applied to the personal context or to that of an organization, the concept is the same, according to Cesar Piqueras.

Table 3. Components of Emotional Intelligence according to Mayer and Solovey, and Goleman.

Mayer and Salovey (1990)	Goleman (1995)
1. Know your own emotions.	1. Knowledge of own emotions.
2. Management of emotions.	2. Ability to control the emotions.
3. Self-Motivation.	3. Ability to self-motivate.
4. Recognize others' emotions.	4. Recognize others' emotions.
5. Ability to relate to others.	5. Control of the relations.

GOLEMAN (1995) defines the construct emotional intelligence as: *"a meta-skill that determines the degree of skill that we can achieve in the domain of our other faculties"*. He comes to relate emotional intelligence with emotional competence *"the ability to learn, based on emotional intelligence, have outstanding results in the workplace"*.

He points to five defining competencies in the development of emotional intelligence: self-awareness, self-control, motivation, empathy and social ability.

3.1. SELF-AWARENESS

Know your own emotions, be aware of yourself. It is crucial to understand, accept and be willing to change and enhance the best of ourselves.

Therefore, emotional awareness is the ability to recognize our emotions and the way they are found in our actions. What is in turn fundamental for self-control.



Figure 7. Self-awareness by Innatia

Among the aspects related to emotional awareness, self-concept and self-esteem stand out as they are configured as those that have the most influence in it.

The relationships between self-concept, performance, achievement and learning have been demonstrated. People with a positive self-concept are better able to act independently, choose and make decisions, interact with others... in short, they are better prepared to participate in a responsible way in different social activities.

Each subject acts and is useful, in some way, not as it is, but as what he thinks he is. Self-esteem refers to the evaluation that the person makes of himself. A person with an adequate self-esteem generates an internal feeling of security, confidence in himself and in other people. People with low self-esteem are subject to cultural patterns and pressures from the group and the media.

3.2. SELF-CONTROL

Managing your own emotions, your moods, that is, avoid falling into nervousness and know how to stay calm, be able to face feelings of fear and know how to quickly recover from negative feelings.

The four types of emotions that we must learn to control in order to deal effectively with the various situations that our life brings us: anger or irritation, anxiety or worry, stress and sadness or ordinary depression. We must point out that we should not confuse self-control with subjection, containment, lack of freedom or even repression.



Figure 8. Self-control by Alexis Codina

People with self-control know how to keep calm in order to think and decide with success, recover quickly from setbacks and difficulties, and know how to make a positive criticism.

Aristotle, quoted by Goleman (1995) said "*Getting angry is easy, but getting angry with the right person, at the right time, with the right purpose and in the right way, that is not so easy*".

Assertiveness is the most difficult form of courage, but also the most enriching if we want our relationships do not deteriorate, express what we feel assertively, at the right time, to the right person and in the right way will lead us to not hurt the other person and at the same time defend our rights with sincerity.

3.3 SELF-MOTIVATION

It arises from self-control. "Motivation" refers to all motives, reasons or incentives that move to act to achieve a goal. Commonly it is also known as willpower, perseverance, fighting spirit, self-love...

"*Motivation is the essential key for studying.*"
 Abel Cortese (www.inteligencia-emocional.org).



Figure 9. Self-motivation by Edu López

Teachers, year after year, suffer from the lack of motivation in our students, with the performance decreasing and learning almost null. Today a change of methodology is required by the teachers and an open mind to analyze and think about the skills that must be developed in our students, if we want students' performance to rise and achieve academic success.

It is difficult to believe that even in the century in which we find ourselves, there are teachers who are exclusively concerned with finishing their programming, as we have already indicated, concluding the activities of the textbook and preparing them academically. And even more, it is difficult to believe that even watching closely the failure of bright students at school, they do not want to recognize that parallel to the intellectual development must go the emotional development.

According to Goleman "*to the extent that we are motivated by enthusiasm and enjoyment in what we do - or even by an optimal degree of anxiety - we will turn them into excellent stimuli for achievement*" Goleman (1995). "*In our motivations influence a series of elements such as the awareness we have about us, the reason for achievement, the evaluations we make about the situations, the*

attributions that we carry out, the intuition, the initiative, the optimism and the type of expectations that we generate." (Gallego and collaborators, 2004).

3.4. EMPATHY

Recognize the emotions of others, know how to put yourself in their place. The more awareness we have of our emotions and feelings and the more we are able to recognize the processes that precede and derive from them, the greater our ability to detect and understand those of others.

If there were more empathic people in the world, fewer problems of coexistence would exist, less poverty, less hunger and fewer wars, more solidarity, respect and tolerance towards others. Could it be that teachers have not yet discovered the advantages of working with empathy in the classroom? Will we insist on talking about solidarity and tolerance in our classrooms in which the lack of respect and intolerance is increasing? Will we answer with empathic answers?



Figure 10. Empathy by “Coaching Tecnológico”.

EMPATÍA	SIMPATÍA
TIENDE A LA CONEXIÓN	TIENDE A LA DESCONEXIÓN
ESCUCHA PARA COMPRENDER	ESCUCHA PARA RESPONDER
SE CENTRA EN LA EMOCIÓN	BUSCA LA APROBACIÓN
REQUIERE APRENDIZAJE	ESPONTÁNEO
RESPUESTA NO VERBAL	RESPUESTA VERBAL
NO JUZGA	JUZGA
NO MUTUA	MUTUA
PLANO EMOCIONAL	PLANO INTELECTUAL
ESCUCHA LOS SENTIMIENTOS	ESCUCHA LAS PALABRAS
SE CENTRA EN LA PERSONA	SE CENTRA EN LA SOLUCIÓN

Figure 11. Differences between empathy and sympathy by Santiago. (In Spanish.)

"Being able to capture the others' feelings and reflect on it, allows us to predispose ourselves to listen to them, to attend to their reasons, to grasp the full meaning of the information they can offer us and make it possible to put ourselves in the point of view of others and to be interested in their feelings and ways of reasoning." (Gallego et al. 2004). Therefore, skills such as knowing how to listen and criticize come into play (well-written criticism conveys useful information if it focuses on the possibilities of change and improvement rather than admonishing and accusing others).

3.5. SOCIAL ABILITY

Establish relationships with others, which depends on the ability to handle own emotions and those of others. That are verbal and nonverbal behaviors that facilitate an assertive interpersonal relationship.

Elia Roca (2005) *"a set of habits (at the level of behavior, but also thoughts and emotions) that allow us to improve our interpersonal relationships, feel good,*

get what we want, and get others do not prevent us from achieving our goals".



Figure 12. Social Ability by Elia Roca Villanueva

In the classrooms we meet students who are inhibited, aggressive and assertive. Teaching social abilities is teaching assertiveness. Not only people with a tendency to aggressiveness need to learn those skills, but also the inhibited people need them. Faced with the tendency to solve problems with aggressiveness or do nothing, you would find the correct option, which is to respond with assertiveness.

Assertiveness must be worked on: saying or doing what I honestly think, what seems right to me, but without missing the rights of others. It is closely related to sincerity, courage and respect.

It should be very clear to the students that we do not want violent or cowardly people; we want them to learn assertiveness, which is the most difficult form of courage.

Let them be people who say what they think, without losing respect for those who think differently; people who do not become strong with the weak people and

weak with the strong people, but always maintain a serene strength in the face of incoherence, immaturity and the selfishness of other people.

The absence of social ability in school age has been related to problematic behaviors such as school drop-out, low performance, teeny delinquency and criminal behavior...

And problems such as: the submission to the group of equals, aggressiveness-hostility, insecurity, difficulties to speak or respond, intolerance to criticism, loneliness, depression...

"The mere fact of working in a group promote that in relations of coexistence conflict always arises" Gallego and collaborators (2004), we should not be afraid of those conflicts if, when they appear, we can redirect them towards an improvement of school coexistence, if we know how to give proper response.

Table 4. Skills that make up Emotional Intelligence. "Colsubsidio. Con talento humano". (In Spanish.)

Habilidades que conforman la IE

	Definición	Distintivos
Autoconciencia	Reconoce y entiende las propias emociones, el estado de ánimo y los impulsos y su efecto en los demás.	<ul style="list-style-type: none"> - Confianza en sí mismo - Autoevaluación realista - Sentido del humor autocrítico
Autorregulación	Controla y redirige impulsos y estados de ánimo. Es propensa a eliminar los juicios. Piensa antes de actuar.	<ul style="list-style-type: none"> - Confiabilidad e integridad - Conformidad con la ambigüedad - Apertura al cambio
Motivación	Pasión para trabajar por razones que van más allá del dinero y el status. Propensión a lograr metas con energía y persistencia.	<ul style="list-style-type: none"> - Fuerte impulso hacia el otro - Optimismo incluso ante el fracaso - Compromiso organizacional
Empatía	Entiende la apariencia emocional de los demás. Habilidad para tratar a las personas según sus reacciones emocionales.	<ul style="list-style-type: none"> - Capacidad para fomentar y retener el talento - Sensibilidad intercultural - Servicio a clientes y consumidores
Habilidades sociales	Pericia en el manejo y construcción de redes de relaciones. Habilidad para encontrar un espacio en común y construir simpatía.	<ul style="list-style-type: none"> - Efectividad en liderar el cambio - Habilidad para persuadir - Pericia en liderar y construir equipos

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4.- TRAINING IN EMOTIONAL INTELLIGENCE

4.1.- To train in Emotional Intelligence.

Cesar Piqueras asserts that the emotionally intelligent person is one who knows and manages (as far as possible) their emotional states and also takes advantage of this knowledge and self-management to improve their relationships with others. This author synthesizes these aspects in a 2x2 matrix.



Figure 13. Emotional Intelligence by Inteligencia Emocional por Cesar Piqueras. (In Spanish.)

The author indicates that in order to improve Emotional Intelligence, we must work on step 1 before moving on to 2, 3 and 4. He proposes:

- Deepening our emotions and feelings without doing anything about it. Do not try to understand, but to know.
- Increase our capacity for awareness about the different emotional states and tonalities we go through. Again doing nothing, just staying attached to the emotion, not wanting to run away (managing).
- Learning to hold what happened to us inside, whatever it is (hold, yes, as if we had a small child in our arms). Without rationalizing, feeling.

4.2.- Emotional Intelligence at work.

Goleman in *Working with emotional intelligence (1999)* define the emotional skills at work.

Table 5. *Emotional Intelligence at work* by Goleman (1999).

Personals	Self-awareness	Emotional awareness	Recognize own emotions and their effects.
		Emotional self-evaluation	Know your own strengths and limitations
		Self-conscious	A strong sense of own worth and abilities.
	Self-regulation	Self-control	Keep control in critical situations.
		Reliability	Keep the principles of honesty and integrity.
		Adaptability	Flexibility to assume the change.
		Innovation	Feel comfortable with new ideas and approaches.
	Motivation	Lead to achievement	Strive to achieve a standard of excellence.
		Compromise	Align with the objectives of a group or organization.
		Initiative	Ability to act with haste and anticipation.
Optimism		Persistence in pursuing our objectives despite the difficulties and obstacles.	
Socials	Empathy	Understanding the others	Ability to understand the feelings and points of view of others, lending the necessary interest.
		Developing the others	Be sensitive to the development needs of others and enhance their capabilities.
		Lead to service	Anticipate, recognize and meet the needs of customers.
		Diversity management	Promote the opportunities offered by cultural, ethnic, and different types of people.
		Political awareness	Be able to read the power and emotional tendencies among the members of a group.
	Social Abilities	Influence	Use effective tactics to gain consensus and persuade others.
		Communication	Listen with openminded and be able to launch convincing messages.
		Conflict management	The ability of accepting, maintaining and resolving conflicts.
		Leadership	Inspiring and guiding the others.
		Build links	Be able to create long-term relations based on trust with other people or groups.
		Collaboration and cooperation	Work with others in order to achieve a common aim.
		Teamwork abilities	Create and harnessing of synergies in pursuit of common goals.

5.- CONCLUSIONS

The three first dimensions depend deeply on the person. The others make reference to the relationship between people, setting both social abilities.

It is important that each one discovers which are his/her abilities regarding emotional intelligence. These abilities are the ones that each one manages, needs or can control in order to get the right balance in his/her personal, familiar, social and working life.

Teachers must take into account that *"it is not advisable to expect miraculous results from the techniques or strategies that we apply, but if we are systematic and constant in their application and if these are accompanied by understanding, affection, empathy and affection, without forgetting a good positive discipline, it is very possible that they have positive effects."* Gallego et al. (1999).

EMOTIONAL ABILITIES

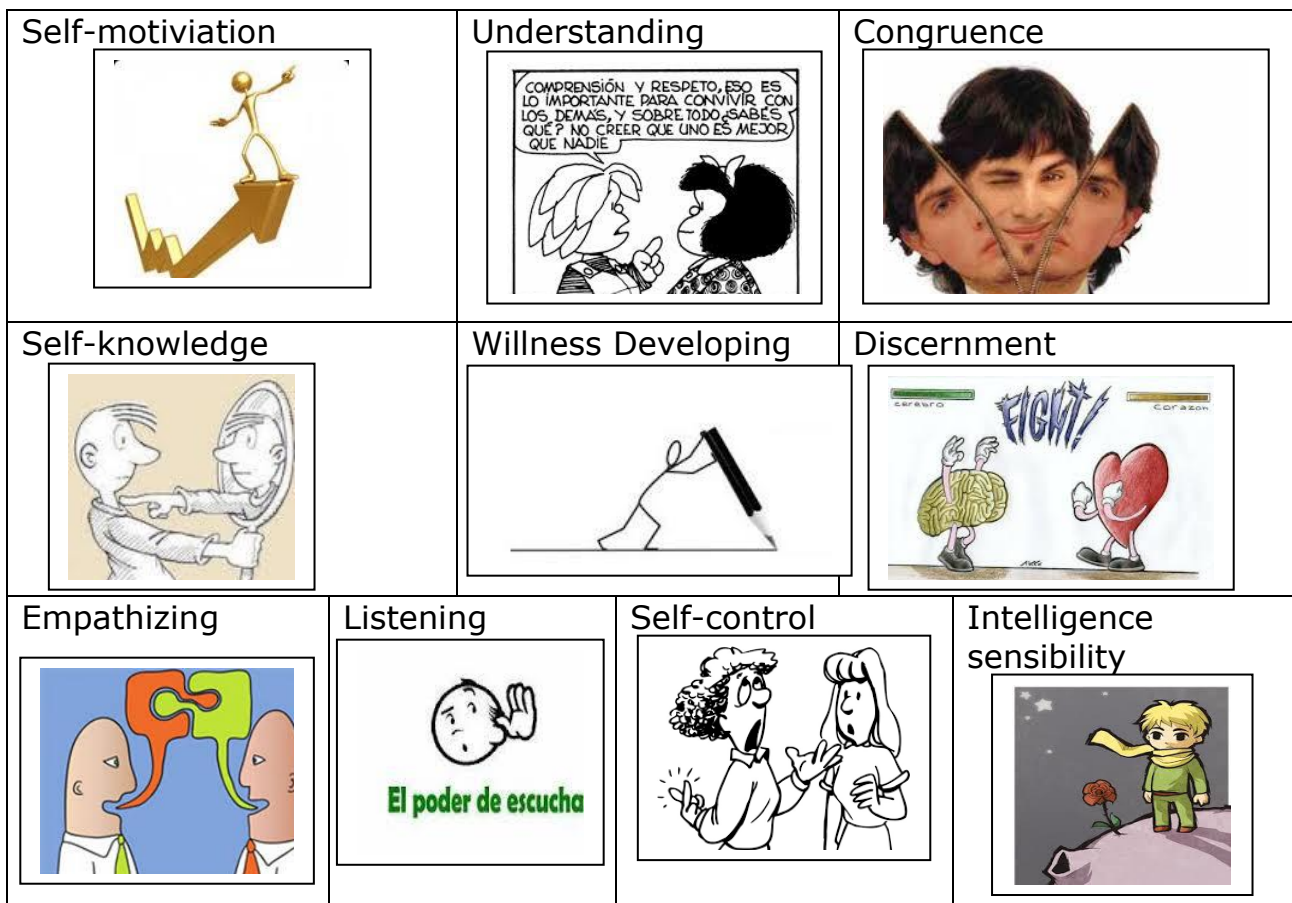


Figure 14. Abilities of Emotional Intelligence.

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